

## Aligned Reading Strategies

Priority Academic Student Skills

Grade 7



### INSTRUCTIONAL FOCUS

**PASS Objective:**

OKR071501b

Research and information: Conduct research and organize information: Assessing information: Select the best source for a given purpose: Access a variety of primary and secondary sources to locate information relevant to research questions (STANDARD 5.1b)

**Focus Objective:**

The student will determine the most appropriate primary and/or secondary source to locate information relevant to topics related to research questions.

**Genre:**

Nonfiction

**Reading Integration:**

Language Arts, Social Studies

**Level:**

Analysis

### Prerequisite Skills

- ▶ determine the main idea of a nonfictional passage (R7.7)
- ▶ determine whether a statement is opinion or fact (R7.8)
- ▶ differentiate between the main idea and supporting ideas in a passage (R7.9)

(Coding refers to an applicable TargetFundamentals™ lesson.)

## Related Objectives

- OKR071501a** Research and information: Conduct research and organize information: Assessing information: Select the best source for a given purpose: Use card catalogs and computer databases to locate sources for research topics (STANDARD 5.1a)
- OKR071501c** Research and information: Conduct research and organize information: Assessing information: Select the best source for a given purpose: Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information) (STANDARD 5.1c)
- OKR071501f** Research and information: Conduct research and organize information: Assessing information: Select the best source for a given purpose: Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic (STANDARD 5.1f)
- OKR071502b** Research and information: Conduct research and organize information: Interpreting information: Analyze and evaluate information from a variety of sources: Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions (STANDARD 5.2b)
- OKR071502d** Research and information: Conduct research and organize information: Interpreting information: Analyze and evaluate information from a variety of sources: Determine the appropriateness of an information source for a research topic (STANDARD 5.2d)



## INSTRUCTIONAL PREPARATION

### **Materials:**

- highlighter (one per student, use for Instruction)
- chart paper (one sheet per four-person group, use for Practice)
- markers (one set per four-person group, use for Practice)

### **Choose or prepare the following:**

- a set of sources, each set including at least one primary source and two or more secondary sources that focus on the same topic (e.g., the rainforest, a famous author or historical figure, space exploration) (use for Assessment)

### **Duplicate the following (one per student unless otherwise indicated):**

- *Primary and Secondary Sources* reference sheet (use for Instruction)
- “Steps for Your Dream Job” article (use for Instruction)
- *Is the Source Appropriate?* handout (one per student, use for Instruction)
- “Interview with a Doctor” passage (use for Instruction)
- “Top Jobs to Consider” article (one per student pair, use for Instruction)
- “Getting Paid” passage (one per student pair, use for Instruction)
- “Ms. Barton, Can You Help Us?” passage (one per four-person group, use for Practice)
- “Letter from a Soldier” passage (one per four-person group, use for Practice)
- “History of the Red Cross” passage (one per four-person group, use for Practice)
- “Quotes from Clara Barton” passage (one per four-person group, use for Practice)
- the chosen set of sources (one per student, use for Assessment)

### **Prepare a transparency of the following:**

- *Primary and Secondary Sources* reference sheet (use for Instruction)
- “Steps for Your Dream Job” article (use for Instruction)
- *Is the Source Appropriate?* handout (use for Instruction)
- “Interview with a Doctor” passage (use for Instruction)


### **Display the Focus Question:**

- How can you determine the most appropriate source to use to locate information relevant to a specific topic?





# INSTRUCTION






1. To begin instruction, ask the students if they have ever had to write a research paper. Then facilitate a discussion about possible topics for research papers, and create a list on the classroom board of the suggested topics. Ask the students how they found the information for their research paper, and work with them to create a list of possible sources of information that are useful when researching various topics. Discuss their responses for accuracy, writing appropriate sources on the classroom board. Possible sources are as follows: magazine and newspaper articles, encyclopedias, almanacs, the Internet, informational texts, biographies, autobiographies, interviews, speeches, etc. Explain that this list contains many possible informational sources that can be used to gather information necessary to write a research paper, and that once these potential research sources are located, the type of source being used and its appropriateness in relation to the research topic can be determined.
2. Tell the students that sources can be classified into two types—*primary sources* and *secondary sources*. On the classroom board, write these two terms, and then ask the students to define what these are and provide examples of each. Record the definitions and examples under the terms on the classroom board. Then distribute copies of the *Primary and Secondary Sources* reference sheet and display the transparency. Ask volunteers to read aloud the information in the arrowed box and box under the headings “Primary Sources” and “Secondary Sources” while the rest of the students read along silently. Facilitate a discussion to compare the information written on the classroom board about primary and secondary sources with that of the information regarding these terms on the reference sheet, making sure the students understand what primary and secondary sources are and how they are different. Tell the students that in this lesson they will be determining the most appropriate primary or secondary source to use to locate information relevant to a specific topic. It is important to learn how to do this because not all information on a topic from a source will be important enough to use in a research project. This is an important skill to master because throughout their educational careers and beyond, the students will need to be able look at information from a variety of sources and determine which source and which information is most relevant to the topic they want to learn about. They will then have to use the information they have gathered to write about the topic they are researching.
3. Direct the students’ attention to the box at the bottom of the *Primary and Secondary Sources* reference sheet labeled “Strategies for Selecting an Appropriate Primary or Secondary Source.” Read the strategies aloud, one at a time, while the students read along silently, briefly discussing what each strategy entails. Tell the students they will use these strategies when determining if a source is appropriate for use with a research topic.
4. Tell the students to imagine that their research topic is “Things students should consider when choosing a career,” and write this on the classroom board so the students can reference it throughout this activity. Distribute highlighters and copies of the “Steps for Your Dream Job” article and display the transparency. Then have the students silently read the title and the byline, and ask the following questions:
  - ✓ **What is the title of the source? (“Steps for Your Dream Job”)**
  - ✓ **What kind of source is this? (An appropriate response is as follows: it is a newspaper article and a secondary source.)**
  - ✓ **Why is it a secondary source? (An appropriate response is as follows: because it is written by an outside source that is not directly involved in the subject.)**

-  **What information will most likely be included in this source?** *(An appropriate response is as follows: the steps to follow when thinking about your dream job.)*

Discuss the responses for accuracy, and then ask volunteers to read assigned portions of the article aloud while the rest of the students read along silently. Tell the students to highlight the information they think best supports the topic of things to consider when choosing a career as they read the article. When the article has been read, ask the following questions:

-  **What is the article about?** *(An appropriate response is as follows: the different things to think about when choosing a career.)*
-  **What main ideas from the article support the topic you are researching?** *(Appropriate responses are as follows: the factors to consider beyond the type of career a student wants; where a person wants to live; what sort of education is needed for a certain career; the pay scale for that career.)*
-  **What specific details from the article support the topic you are researching?** *(Appropriate responses are as follows: jobs are available around water, in the city, and in the country; some jobs require more hands-on training than classroom education; education for some jobs requires a lot of time and a lot of money; one's desired lifestyle should be considered when looking at the pay scale of different careers; different jobs have different required hours.)*
-  **Is this source appropriate to the topic? Why or why not?** *(An appropriate response is as follows: the source is appropriate because it talks about the factors to consider beyond the type of career and what the education path may be for a specific career.)*

Discuss the responses for accuracy. Explain to the students that as they read information from sources for research, it is important to determine if the information in the source will support their topic. Tell the students that by highlighting the important information and evaluating its relevance to the topic, they can select the most appropriate source for their research.

5. Distribute copies of the *Is the Source Appropriate?* handout and display the first page of the transparency, focusing the students' attention on the organizer at the top of the first page of the handout. Have the students write the topic to be researched and the title of the source in the corresponding ovals at the top of the organizer on their handout while you do the same on the transparency. Then, in the oval next to the heading "Type of Source" on the transparency, write "Newspaper Article" and check the box next to "Secondary." Follow this by writing an appropriate response to the last question asked in the first set of questions from step 4 in the oval next to the heading "Information the Source Will Most Likely Include" on the transparency. Then write appropriately summarized responses from the first through third questions asked in the second set of questions from step 4 in the oval next to the heading "Information the Source Contains." Lastly, use an appropriate response from the last question asked in the second set of questions from step 4 to check the "Yes" box and to explain how the source is appropriate in the oval next to the heading "Is the Source Appropriate? Why or Why Not?" Have the students do the same on their copy of the handout. Briefly discuss the information in the completed organizer regarding the "Steps for Your Dream Job" article so the students understand why the information in this source would be appropriate for the research topic, "Things students should consider when choosing a career."
6. Ask the focus question. Give the students time to think about it. Facilitate a discussion that leads the students to understand that to determine the most appropriate source to use to locate information relevant to a specific topic, we need to
  -  **determine the specific topic to be researched;**
  -  **search for both primary and secondary sources;**
  -  **analyze the title and type of each source;**



- ✓ predict what specific information might be included in the source;
- ✓ skim and/or scan the information in the resource to determine the information it includes;
- ✓ decide whether it is the best source to use based on the specified topic.

7. Distribute copies of the “Interview with a Doctor” passage and display the transparency. Then have the students silently read the title and the byline, and ask the following questions:

- ✓ What is the title of the source? (*“Interview with a Doctor”*)
- ✓ What kind of source is this? (*An appropriate response is as follows: it is an interview and a primary source.*)
- ✓ Why is it a primary source? (*An appropriate response is as follows: because it is a firsthand account from a real person who is an expert in his field.*)
- ✓ What information will most likely be included in this source? (*Responses will vary; accept all reasonable responses that relate to what the students may know about doctors and what they may say in an interview.*)

Discuss the responses for accuracy, and then ask volunteers to read assigned portions of the interview aloud while the rest of the students read along silently. Remind the students to use their highlighter to denote information that best supports the topic of things to consider when choosing a career as they are reading. Then ask the following questions:

- ✓ What is the interview about? (*An appropriate response is as follows: the interview is about a doctor and the details of how and why he became a doctor.*)
- ✓ What main ideas from the interview support the topic you are researching? (*Appropriate responses are as follows: the time spent in college and medical school; the cost of medical school; the commitment and personality necessary to become a doctor.*)
- ✓ What specific details from the interview support the topic you are researching? (*Accept all appropriate responses such as: medical school requires three more years after university; medical school costs more than \$100,000; high test scores and intensive interviews are required to be accepted in medical school; one must sacrifice a lot and be very dedicated to studying in order to become a doctor; one must truly want to help others on a full-time basis to become a doctor.*)
- ✓ Is this source appropriate to the topic? Why or why not? (*An appropriate response is as follows: the source is not appropriate because it only relates to the medical profession—specifically becoming a doctor.*)

Discuss the responses for accuracy. Redisplay the first page of the *Is the Source Appropriate?* transparency, and direct the students’ attention to the organizer on the bottom half of the first page of their handout. Work with the students to complete this organizer by using the responses to the questions asked in this step, making sure the students agree that this source is not appropriate to the topic, and if they think it is appropriate, make sure they can logically explain why with accurate support.

8. Have the students get in pairs, and distribute copies of the “Top Jobs to Consider” article and the “Getting Paid” passage. Instruct each pair to complete the first four sections of each organizer on the second page of their *Is the Source Appropriate?* handout using the two distributed passages. Then tell the members of each pair to read the article and passage cooperatively, and use the information in each of the passages and what has been written on the organizers to complete the two remaining sections of each organizer on the handout. Remind the students that even though they are working with a partner, each student is responsible for completing his or her copy of the handout.

9. When the pairs have completed their handouts, display the second page of the *Is the Source Appropriate?* transparency and ask volunteers to come to the overhead to complete the organizers. As the volunteers are completing each organizer, discuss their responses for accuracy, making sure appropriate responses are being written on the transparency.
10. To conclude instruction, have the students respond to the focus question in their reading journal or on a sheet of notebook paper. When the students have had ample time to complete the task, ask volunteers to share their responses to the focus question. Discuss the responses for accuracy, writing bulleted items of appropriate responses on the classroom board below the displayed focus question. Use the discussion as a means to review how to determine the most appropriate source to use to locate information relevant to a specific topic.

## PRACTICE



1. Have the students get into four-person groups, distribute to each group the “Ms. Barton, Can You Help Us?,” “Letter from a Soldier,” “History of the Red Cross,” and “Quotes from Clara Barton” passages, along with a sheet of chart paper and markers. Tell the groups that the topic of their research project is “the life of Clara Barton.” Instruct the members of each group to look at the title and byline, if provided, of each passage to determine the title, the type of source, and the information that the source will most likely include. Then have each group read the passages cooperatively and, based on the topic, determine the information the source contains and why it is or is not appropriate to the topic.
2. Instruct each group to use the chart paper and markers to create a graphic organizer, similar to the ones on the *Is the Source Appropriate?* handout, for each of the distributed passages to ultimately determine if the source is appropriate to the topic or not.
3. When the groups have completed the task, have the groups display their organizers on a common classroom wall. Allow volunteers to share their organizers with the rest of the class. Discuss the information in the organizers for accuracy and appropriateness, using the discussion to review how to determine the most appropriate source to use to locate information relevant to a specific topic.

## ASSESSMENT



Have the students read the prepared set of sources. Prepare several questions in the following manner:

- ✓ Which would provide the best information about (topic)?
- ✓ Which would be the best place to find information about (topic)?
- ✓ Which book would be the best source for information about (topic)?
- ✓ Which would be the best resource to use to find out more about (topic)?
- ✓ Where would someone look to find the most recent information on (topic)?
- ✓ Which would be the best resource to use to find an interview with (specific person)?



## ALTERNATIVE INSTRUCTION

Choose or prepare two sets of sources, in which each set focuses on one specific topic with some of the sources having only minor information in relation to the topic. The sets should contain both primary and secondary sources. Display one of the sets of sources so they are visible to all the students, explaining what the resources are and what type of information each contains. Write the terms “Primary Source” and “Secondary Source” on the classroom board, and briefly discuss what each term is. Then allow volunteers to categorize the sources by either placing them underneath the “Primary Source” or “Secondary Source” heading. Discuss the sources to make sure they are correctly categorized and the students understand why each source is a specific type. Share with the students a specific research topic that is related to the sources. Then discuss each source and determine whether it is appropriate to the research topic by using the strategies provided at the bottom of the *Primary and Secondary Sources* reference sheet. Create and complete a *Concept Web* (see *Webbing with Literature* in the Appendix) on the classroom board, in which the center oval contains the research topic and each extension from the center oval contains a different title from the categorized sources. The extensions from each title should contain the type of source, whether it is a primary or secondary source, what information the source likely includes, and whether the source is appropriate to the research topic and why or why not. After finishing the web, make sure the students understand how to select the most appropriate source to use to research a specific topic. Create and complete a second *Concept Web* on the classroom board with the second set of sources, following the procedure described in this component.





## ALTERNATIVE PRACTICE

Have the students get in three-person groups. Prepare several research topics and assign a different topic to each group. Distribute chart paper and markers to the groups and accompany them to the school library or media center. Instruct each group to locate primary and secondary sources that are related to its assigned topic. Then have the groups evaluate each source to select the most appropriate sources that could be used for a research project based on their assigned topic. To evaluate how relevant the sources are to the topic, instruct each group to create and complete a *Concept Web* for each source, similar to the ones created in the Alternative Instruction component, to show the results of its evaluation of the sources based on the source's title, type of source, information it most likely and does include, and an explanation about why or why not the source is appropriate to the assigned topic. When the groups have completed the task, accompany them back to the classroom and display the organizers on the classroom walls. Allow each group to share its topic and sources with the class, focusing on why the sources were or were not appropriate. Discuss the groups' findings, using the discussion to review how to select the most appropriate source to use to research a specific topic.



## ALTERNATIVE ASSESSMENT

Choose or prepare several sets of sources, in which each set focuses on one specific topic and contains both primary and secondary sources. Have the students read the sets of sources. Prepare several questions in the following manner:

- ☒ **Where would you find more information about (topic)?**
- ☒ **In which book would someone look to find information on (topic)?**
- ☒ **Where would someone look to find recent information about (topic)?**

# Primary and Secondary Sources

## Primary Sources

- Firsthand documents and accounts about people, events, etc.
- Records of events as they are first described
- Provides no interpretation or commentary

## Secondary Sources

- Offers analysis or restatement of primary sources
- Attempts to describe or explain primary sources
- Written by someone not directly involved with the original event or subject
- Provides commentary

### Examples

- Autobiographies
- Birth Certificates
- Census Statistics
- Court Records
- Diaries/Journals
- E-mail Messages
- Eyewitness Accounts
- Field Research Reports
- Interviews
- Laboratory Studies
- Letters
- Legislative Bills
- Military Records
- Novels
- Original Artwork and Drawings
- Personal Writings
- Photographs
- Poems
- Speeches
- Treaties

### Examples

- Almanacs
- Critiques of Artwork
- Atlas
- Biographies
- Books about Historical Events
- Critiques of Poem
- Criticisms
- Commentaries of a Primary Source
- Directions/Instructions
- Editorials
- Encyclopedias
- Essays
- Graphic Sources
- Informational Texts
- Internet Sites
- Journal, Magazine and Newspaper Articles
- Textbooks

### Strategies for Selecting an Appropriate Primary or Secondary Source

- Determine the specific topic to be researched
- Search for both primary and secondary sources
- Analyze the title and type of each source
- Predict what specific information might be included in the source
- Skim/scan the information in the resource to determine the information it includes
- Decide whether it is the best source to use based on the specified topic

# Steps for Your Dream Job

Youth Around Newspaper  
by *Jamie Harpers*

Some children know at a very young age that their dream job is to be a singer, a doctor, a policeman, or an astronaut. For many students, however, it can be a tough decision. Most young people change their mind about the direction their career path should take as many times as there are careers to choose from! It is never too soon to begin looking at career choices. With each job option comes a number of factors that need to be considered, outside of the job itself. These factors include where a person wants to live, what sort of education is needed to be hired in a certain field, and what the pay scale for that job will be.

People work in many different places. Those who love the outdoors can consider careers in forestry or construction. Lots of jobs center around water. A person can work

as a marine biologist, on an off-shore oil rig, or even train the dolphins at an aquarium. Some may prefer to live in the city, where jobs in banking, advertising, and the arts abound. Rural areas offer the chance to work in agriculture and land development. The weather and the natural resources in different parts of the country also influence the types of available jobs.

Another consideration for career choice is the education path that one must take to work in certain jobs. Some jobs require more hands-on experience than classroom experience. This works well for many people. Other jobs require years of full-time study beyond the usual four-year college degree. Fields such as medicine and law are two examples of careers that require years of formal education at a high price. These careers often pay top dollar. The investment of time and money into education is worth it for some people.

When considering career options, it is important to think about the kind of pay scale that will be appropriate for the kind of life a person wants to

live. Young people should think about the lifestyle they desire when choosing a career path. For some, the most important factor is money and the kind of lifestyle that money can bring. For others, it is more important to contribute to society in a meaningful way or to have the freedom of self-expression. Many jobs have flexible hours that allow people to pursue outside interests. Others demand that workers are on call twenty-four hours a day.

Youth today have more opportunities than ever before to follow their dreams to a great career. It just takes some thought and some research to get started.

Name \_\_\_\_\_

## Is the Source Appropriate?

Topic to Be Researched:	
Title of Source:	
Type of Source:	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary
Information the Source Will Most Likely Include	
Information the Source Contains	
Is the Source Appropriate? Why or Why Not?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic to Be Researched:	
Title of Source:	
Type of Source:	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary
Information the Source Will Most Likely Include	
Information the Source Contains	
Is the Source Appropriate? Why or Why Not?	<input type="checkbox"/> Yes <input type="checkbox"/> No

# Is the Source Appropriate?

(continued)

Topic to Be Researched:	
Title of Source:	
Type of Source:	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary
Information the Source Will Most Likely Include	
Information the Source Contains	
Is the Source Appropriate? Why or Why Not?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Topic to Be Researched:	
Title of Source:	
Type of Source:	<input type="checkbox"/> Primary <input type="checkbox"/> Secondary
Information the Source Will Most Likely Include	
Information the Source Contains	
Is the Source Appropriate? Why or Why Not?	<input type="checkbox"/> Yes <input type="checkbox"/> No



# Interview with a Doctor

by Megan Sanchez

**Megan:** Hello, Dr. Miller. Thank you for being here with me today.

**Dr. Miller:** You're welcome.

**Megan:** Since your schedule is busy, I will get started with the questions. What is your full name?

**Dr. Miller:** Harry Michael Miller

**Megan:** What type of practice do you have?

**Dr. Miller:** I am a family medicine doctor.

**Megan:** So you are the type of doctor that I would see if I get a sore throat or a cold?

**Dr. Miller:** Yes, basically.

**Megan:** Where did you go to school?

**Dr. Miller:** I went to Harvard for four years, and then I went to Johns Hopkins Medical Institution for medical school.

**Megan:** How long were you in medical school?

**Dr. Miller:** Three years.

**Megan:** How much did medical school cost?

**Dr. Miller:** It was more than 100,000 dollars.

**Megan:** Wow! That is a lot of money. How did you get into medical school?

**Dr. Miller:** Just before I graduated from college, I took the M.C.A.T., the Medical College Admission Test. Then, using my M.C.A.T. scores and my undergraduate college grades, I applied for a number of medical schools. I was accepted by two medical schools after intense interviews, but I chose Johns Hopkins based on its excellent reputation.

**Megan:** Why did you decide to become a doctor?

**Dr. Miller:** I wanted to be able to save lives and help people, above all else. In my practice, I strive to be the kind of doctor that takes time with patients and truly listens to their needs.

**Megan:** Was medical school difficult?

**Dr. Miller:** Oh yes, it was pretty intense, with difficult lectures and nights spent studying. You have to basically commit yourself to lots of studying and lots of time interning in various positions to thoroughly learn all there is to know. I still take classes today in order to keep up with all the latest medical advances.

## Interview with a Doctor (continued)

**Megan:** Thank you so much for the information. What would you say to students who might want to become a doctor?

**Dr. Miller:** You have to be a very dedicated student, who is organized and has great study habits, to pursue a career in medicine. There are a lot of sacrifices one must make. It is important to think about the kind of person you are and the kind of work you want to do. Many people believe that being a doctor is a good idea because it pays well. While this is true, there is a lot of work involved and, more than anything, you have to be the kind of person who is truly interested in helping others every moment that you are on the job.

# Top Jobs to Consider

For Teen Magazine

by Aldo Ramin

Kids spend a lot of time and effort making decisions about things such as the clothes they wear, the cell phones they carry, and finding the perfect date for the dance. But one thing they may not research as well as they should is career choices. A student may say he or she wants a job because it pays really well, it sounds cool, or it seems glamorous. It is great to have big dreams. It is also important to focus on a career that matches the kind of lifestyle a person wants to lead, as well as the person's interests and talents. If students would use the same care and energy to research careers as they do in choosing MP3 players and ring tones, they may find a job that will be a perfect fit. Also, students need to know what jobs hold promise for the future. Then they can match their skills with jobs that have potential.

Many of the hot jobs today are found in the health care field. People always need health care. This field will see great growth in the future too. This is because the largest group in the United States right now is the "baby boomers." During the 1950s and 1960s, families had more children than ever before in history. The people born at this time are called "baby boomers." Today, "baby boomers" are heading toward retirement age. They need health care, quality medicine, and assisted living care. Students can look at jobs as doctors, nurses, physical therapists, social workers, and home health aides. Health care jobs are available in every country, state, and city around the world.

Child care is also a growing field. More and more families need to have both parents working. Parents demand quality child care providers who keep their children safe and well cared for. Parents want their children to have quality learning experiences in day care, too. Recently this job field has seen an increase in pay because of the demand for quality. This makes child care a great opportunity for those who want to make a difference in an up and coming field.

Demands for technology worldwide mean that careers in this field will continue to grow. Many young people have grown up using technology in their daily lives, so a job working with computers or designing video games would be familiar and rewarding. Students can start to prepare early by taking classes in computers and graphic design as early as grade school.

Students should be encouraged to take the time to explore career choices and work to understand how their personal interests and life goals fit with the careers they explore. With a little effort, students will learn a lot about their choices for the future.

## Getting Paid

Besides the large amount of money made by professional athletes, there are many jobs in America that pay very well. Professional athletes can make millions of dollars per year. But there are only so many people that have the talent to do this. The common person also can make good money. But it takes time, dedication, and an education. Many of the top jobs are involved in science and, more specifically, medicine. Those in the medical field dominate the highest-salaried occupations. However, the people that occupy these jobs have gone through extensive training. Their training has most likely included higher education and advanced degrees. They have spent much time and money to become what they are. Below is a listing of many high-paying occupations and the average salary attributed to them.

High-Paying Jobs	
Occupation	Average Salary
Surgeon	\$178,000
Orthodontist	\$163,500
Psychiatrist	\$146,000
Doctor (General Practice)	\$140,500
Airline Pilot	\$135,000
Dentist	\$133,500
Lawyer	\$110,500
Air Traffic Controller	\$106,000
Astronomer	\$101,500
Optometrist	\$95,500
Physicist	\$91,500
Pharmacist	\$88,500
Aerospace Engineer	\$85,500
Computer Software Engineer	\$84,500
Personal Financial Advisor	\$83,000

Now you have something to strive for!

Whether you are a surgeon or an engineer, you should love what you do. Money doesn't buy happiness . . . but it sure does help!

# Ms. Barton, Can You Help Us?

**“You must never so much as think whether you like it or not, whether it is bearable or not; you must never think of anything except the need, and how to meet it.”**

**—Clara Barton**

During the Civil War, a woman named Clara Barton risked her life to serve the needs of American soldiers. Her heroic acts caused her to be highly respected by many people. It was said, “Clara Barton was a woman of vision . . . for her time. She is a model for women who have come behind her, especially for those of us who share her commitment to volunteerism.”

Clara Barton was born in Oxford, Massachusetts, on Christmas Day, 1821. She was a shy girl and the youngest of five children. Clara’s older brothers and sisters supplied much of her education. Her father was a soldier and a farmer. Because of her father’s time served in the armed forces and the stories he told, Clara became interested in the military.

At age eleven, one of Clara’s brothers was injured in a bad accident. She cared for him day and night, and nursed him back to health. This taught her a lot about caring for the sick and injured, and she used this invaluable experience throughout her life.

When Clara was only seventeen, she became a teacher in Worcester County. She taught for more than ten years. She then set up her own school in the town of North Oxford.

In 1854, she moved to Washington, D.C., and became the first woman clerk to work in the United States Patent Office. In 1861 she left her post to help during the Civil War.

Clara began her volunteer service in the Civil War by supplying the soldiers with bandages, towels, and handkerchiefs made from old bed sheets. She also cooked for the troops.

As the Civil War progressed, she worked on the front lines to help sick and injured soldiers. Clara became frustrated with the lack of supplies needed to keep the soldiers healthy. She began advertising in newspapers to ask the public for help. She was surprised at the response. It was so great that Clara set up a distribution agency to give out medical supplies, shoes, shirts, and food to the soldiers.

When the Civil War ended, Clara began a letter-writing campaign to help families find missing family members who fought in the war. Abraham Lincoln, the president at the time, approved of her efforts.



## Ms. Barton, Can You Help Us? (continued)

After the war, Clara went to Switzerland to get some rest. Here, she learned of and studied the Treaty of Geneva, which had been passed to provide relief for sick and wounded soldiers. Twelve countries had signed it, but the United States was not one of those countries.

Because of her love for helping others, Clara worked with the International Red Cross (IRC) during the Franco-Prussian conflict. She was so impressed by the work of the IRC that she chose to return to the United States to lobby the government to set up an American Red Cross. Before this could happen, the United States had to sign the Treaty of Geneva.

Clara worked to educate the public and the government, and she distributed brochures and made speeches to persuade others to support the Treaty of Geneva. She was successful in her efforts. In 1881, Clara Barton founded the American Red Cross and became its first president.

# Letter from a Soldier

Dearest Anna,

I hope this letter finds you well. I realize that a great deal of time has passed since you last heard from me, and I am in hopes that you did not believe that the worst had befallen me. I am, today, right as rain, but have been through an ordeal that nearly cost me my life. I must have a guardian angel, and I am sure that you will think so too after you read my story.

On August 9th of this year, 1862, our troops met up with General Jackson's men at Cedar Mountain, Virginia, in a bloody battle. Sadly, we experienced a great number of losses and I was, myself, injured in the melee. Conditions, as you might imagine, were the very crudest, and for the wounded there seemed to be little hope. Supplies and skilled medics were simply too scarce to properly care for all of us. I became quite ill as infection set into my wounds, and I was in fear for my very life.

Happily, for me, what I consider to be a miracle occurred. In a most feverish state, I felt myself revived by cool water and soothing words. A shadowy figure tenderly removed my filthy bandages and carefully cleaned the wounds. My wounds were then redressed with clean bandages that surely came from heaven, as we hadn't seen clean supplies for weeks. After my few moments of consciousness in the care of this angel, I fell into a deep sleep.

Upon awakening twelve hours later, I found my fever had passed and the worst was over. I asked my fellow soldiers who the shadowy figure was that had so thoughtfully come to my aid. Our angel, it appears, was one Clara Barton, who single-handedly had ministered to the wounded in our group with supplies that she had secured herself.

Surely, no greater hero exists than Miss Barton, to whom I owe my life. It is said her work continues throughout Virginia and beyond. I can only hope my fellow brothers in arms are as fortunate as I was to have benefited from her benevolent spirit. I am now nearly healed and eagerly await word from you and the family.

Your brother,

Michael

# History of the Red Cross

*excerpted from a recent edition of an encyclopedia*

## American Red Cross

**History:** On June 6, 1900, the American Red Cross received its first congressional charter. This charter described the purposes of the Red Cross. It focused heavily on the points of the Geneva Convention. The purposes described in the charter included providing relief to and acting as a channel of communication between members of the military and their families. It also involved providing relief for both national and international disaster relief.

However, the American Red Cross was actually founded on May 21, 1881. It was created by a group that included Clara Barton. Clara Barton was nicknamed the “Angel of the Battlefield.” She received this nickname during the Civil War. During this war, she served as a nurse. She earned this title because she helped wounded soldiers. She helped them not only on the battlefield, but helped them with their civil rights.

The idea for a Red Cross came to Clara Barton as she was traveling through Europe after the American Civil War. Barton became the first president of the American Red Cross. She held this position for 23 years. She retired in 1904. The Cross received its second congressional charter in 1905.

The Red Cross saw its first action on August 22, 1881. It responded to major forest fires in Michigan and the devastation that ensued. During the years that followed, the Red Cross took action during many other fires, floods, and even hurricanes. They helped the victims of these disasters survive and recover. But the role of the Red Cross grew as a result of the Johnstown Flood of 1889. During this disaster, temporary shelters were set up to house those who were affected.

In the early 1900s, there were issues with the Red Cross. Internal struggles threatened to end the Red Cross. There were questions about Barton’s ability to run it. This led to an investigation by Congress. Instead of testifying, Barton resigned.

The Red Cross was very active after receiving its charter. One of the biggest calls to action was the San Francisco Earthquake of 1906. They helped thousands of people recover and begin rebuilding.

# History of the Red Cross (continued)

Before World War I, the Red Cross began to put into action first aid, water safety, and public health nursing programs. They also sold Christmas Seals to raise money. During World War I, the Red Cross grew dramatically. The number of local chapters grew from a little over 100 to almost 4,000. Membership also grew from about 20,000 to over 30 million individuals. They also recruited over 20,000 registered nurses to serve in the military. After World War I, they focused on the veteran and safety services. They also played an important part in the Depression.

The American Red Cross only grew stronger during World War II. It provided manpower and supplies to military personnel stationed overseas. It sent supplies to POWs. After World War II, the Red Cross developed the first national civilian blood program. It now supplies about fifty percent of blood and blood products in the United States.

# Quotes from Clara Barton

taken from biographical Web site about the accomplishments of Clara Barton

Clara Barton served during the Civil War as a nurse helping Confederate soldiers and distributing supplies to the sick and wounded soldiers. Following the War, she spent several years locating missing soldiers for their distraught families. Prior to the Civil War, she was a schoolteacher and worked as a clerk for the United States Patent Office; in fact, she was the first woman clerk to hold this position. She eventually helped establish the American Red Cross and ran it until 1904. She was also a proponent for woman's suffrage. Below is a list of Clara Barton's quotes from different times in her life.

*"The door that nobody else will go in at, seems always to swing open widely for me."*

*"The patriot blood of my father was warm in my veins."*

*"The surest test of discipline is its absence."*

*"An institution or reform movement that is not selfish, must originate in the recognition of some evil that is adding to the sum of human suffering, or diminishing the sum of happiness."*

*Economy, prudence, and a simple life are the sure masters of need, and will often accomplish that which, their opposites, with a fortune at hand, will fail to do."*

*"I may be compelled to face danger, but never fear it, and while our soldiers can stand and fight, I can stand and feed and nurse them."*

*This conflict is one thing I've been waiting for. I'm well and strong and young - young enough to go to the front. If I can't be a soldier, I'll help soldiers."*

*"What could I do but go with them [Civil War soldiers], or work for them and my country? The patriot blood of my father was warm in my veins."*

*"I have an almost complete disregard of precedent, and a faith in the possibility of something better. It irritates me to be told how things have always been done. I defy the tyranny of precedent. I go for anything new that might improve the past."*

*"It is wise statesmanship which suggests that in time of peace we must prepare for war, and it is no less a wise benevolence that makes preparation in the hour of peace for assuaging the ills that are sure to accompany war."*

*"A ball had passed between my body and the right arm which supported him, cutting through the sleeve and passing through his chest from shoulder to shoulder. There was no more to be done for him and I left him to his rest. I have never mended that hole in my sleeve. I wonder if a soldier ever does mend a bullet hole in his coat?"*

*"Oh northern mothers wives and sisters, all unconscious of the hour, would to Heaven that I could bear for you the concentrated woe which is so soon to follow, would that Christ would teach my soul a prayer that would plead to the Father for grace sufficient for you, God pity and strengthen you every one."*